

# California P-16 Council

## Subcommittee 5

### Report and Recommendations

How can we ensure that all students and parents are deeply aware of stakes (at the back end) and therefore the importance of academic choices (at the front end)?

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Educational opportunity for all California children is a wide-open door on the day they are born. For many children, particularly for those who are socioeconomically disadvantaged and whose parents may not speak English as the primary language, the opening of the door narrows as these children reach high school age. For a large percentage of these children, the door shuts completely before they receive a high school diploma and achieve the necessary cognitive and noncognitive skills to become effective citizens and wage earners.

Many sociocultural and economic variables contribute to the closing of the door and the widening of the achievement gap as a child moves through the educational system. This report and its subsequent recommendations focus on the importance of parents' and students' understanding, involvement, and empowered choices that keep the door open for these children from birth through postsecondary education.

### **Rationale**

Students' academic achievement relies greatly on a number of circumstances, including schooling experiences, social class stratification, access to or lack of public services, and familial context (e.g., single-parent home, divorced parents, employment status, and so forth.) It is well known that social and economic issues influence learning.<sup>1</sup> Children cannot learn well if they lack adequate health care, housing, nutrition, and safe and secure environments.

The need to incorporate strategies for the development of schools with those for the development of low-income communities has not been sufficiently recognized. Without this focus, efforts to reform schools in economically depressed areas will remain less than successful. Policies cannot be reformed effectively unless the larger societal context and environment in which change is to be implemented are acknowledged.

Many poor children, especially those of color, lack access to equitable and quality educational opportunities. As Proefriedt noted:

When it comes to funding the education of the nation's children, two principles are at work. The first often enunciated . . . is that we feel every child has the right to an equal educational opportunity. The second, almost never publicly enunciated, but effectively at work wherever funding policy is made, is that we do not wish to pay for the education of our poorer neighbors' children.<sup>2</sup>

The challenge for California is to support the expansion of opportunity for all students in the P-16 system, with the recognition that child-school relationships do not exist in a social vacuum; rather they are embedded in the larger social structures of society, economics, and politics. Little research has been done on creating sustainable effective

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<sup>1</sup> Sue Books, *Poverty and Schooling in the U.S.: Contexts and Consequences*. Sociocultural, Political, and Historical Studies in Education. Edited by Joel Spring. Mahwah, N.J.: Lawrence Erlbaum Associates, 2004.

<sup>2</sup> William Proefriedt, "Other People's Children," *Education Week*, Vol. 22, No. 12 (November 20, 2002) 33–44.

schools that engage a wide variety of community stakeholders and advocate for creating expanded supports for students, their families, and their communities. Thus, the challenge for meeting the needs of a dynamically changing student body, across all educational and socioeconomic levels, calls for creating collaborative structures that build on the best practices and that promote research and innovation for change across educational, health, and social service agencies; community institutions; and the political community.

The roles of key stakeholders in educational attainment must include high levels of accountability and shared responsibility across systems that facilitate connections within and across systems. Educational support services should expand to address health and social concerns, e.g., joblessness, poverty, and a lack of social services, through policy and program connections. Fiscal policies also need to be articulated to reflect the resources needed for equitable outcomes.

### Research and Data

In 2002 the graduation rate for all students in California was 71.3 percent.<sup>3</sup> However, when the statewide data are disaggregated, the percentages are listed as follows in Table 1:

Table 1. California Graduation Rates by Racial or Ethnic Groups, 2001-02	
<i>Racial or Ethnic Groups</i>	<i>Graduation Rates</i>
Asian/Pacific Islander	83.5%
White	77.8%
Latino	60.3%
African American	56.6%
Native American	52.2%

Source: Spotlight on California High School Performance.  
Mountain View, Calif.: Ed Source, June 2005, p. 4

The highest graduation rate is for Asian females at 86.9 percent. The lowest is for Black males at 50.2 percent; the rate is 54.4 percent for Hispanic boys.

Furthermore, the results of students are even more telling when the "a-g" Subject Requirement for entering the California State University (CSU) or the University of California (UC) system is considered. The percentages for seniors who completed the rigorous "a-g" requirements in high school are listed by ethnicity, as shown in Table 2:

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<sup>3</sup> Christopher B. Swanson, EPC Policy Bulletin, Washington, D.C.: The Urban Institute, Education Policy Center, (March 2005), p. 2.

**Table 2. UC and CSU Eligibility Rates by Ethnic Group Based on "a-g" Course Completion for Seniors in 2003**

<i>Racial or Ethnic Groups</i>	<i>"a-g" Course Completion Rates</i>
Asian	56%
White	39%
Pacific Islander	25.4%
African American	24.3%
Native American	23.0%
Latino	21.5%

Source: Spotlight on California High School Performance.  
Mountain View, Calif.: Ed Source, June 2005, p. 17

The Asian population aggregated as a whole appears to be the most successful in graduating from high school and completing the "a-g" requirements. However, according to the Asian Pacific American Legal Center, "Disaggregated data for Asian and Pacific Islander ethnic groups reveal great disparities in socioeconomic status, with many groups among the most poverty stricken and least educated."<sup>4</sup>

Clearly, having such small percentages of Hispanic, Black, Southeast Asian/Pacific Islander, and Native American students eligible for the UC or CSU system provides a challenge.

When grades are factored into the equation, the results are even more telling, as shown in the data for Table 3. (UC eligibility is based on grades, "a-g" course completion, and admission test scores.)

**Table 3. UC Eligibility Rates, by Ethnic Group, Based on Grades, "a-g" Course Completion, and Admissions Test Scores for Seniors in 2003**

<i>Racial or Ethnic Groups</i>	<i>Rates of Eligibility for UC</i>
Asian	31.4%
White	16.2%
Native American	6.6%
Latino	6.5%
African American	6.2%

Source: Spotlight on California High School Performance.  
Mountain View, Calif.: Ed Source, June 2005, p. 17

Schools with high numbers of students living in poverty and with high minority enrollments report less positive parent involvement than do schools that were lower in

<sup>4</sup> *The Diverse Face of Asians and Pacific Islanders in California*. Los Angeles: Asian Pacific American Legal Center, 2005, p. 2.

these categories.<sup>5</sup> The ability of parents to influence decisions is related to their class, status, and level of education. Effective involvement by schools means understanding the role that class and race play in shaping family and school relationships. Research has shown that it is more difficult for Black and Latino parents than for White parents to mediate school relationships.<sup>6</sup> This information is crucial and suggests that schools with these populations may have specific issues that are barriers to successful parent involvement.

Although no magic formula exists for creating successful parent involvement programs in schools that serve poor or minority children or both, research does indicate several important factors. According to findings from research studies, lower-income parents often become passionately involved in their children's school when it adopts as a part of its mission an inclusive policy that helps families feel valued, encouraged, and supported.

According to Henderson and others, "Parents should understand and be involved in the design, development, implementation, and evaluation of student assessment and testing programs. For this to happen, educators should provide parents with easy-to-understand information on the process, along with guidance on how student learning can be increased and on the role parents could play in the process [see Appendix A, California P-16 Council Benchmarks]. Research shows that parents who understand the purposes and outcomes of standards-based reforms and are involved in the development and decision-making process are better able to:

- Provide at-home support of education standards.
- Recognize when their children's schools are not improving and hold the schools accountable.
- Become better advocates for standards-based reforms."<sup>7</sup>

According to Vaden-Kiernan, "Studies show that the more effort schools put into informing parents how to be involved in their child's education, the more parent involvement and attendance at school events increase. In schools when parent involvement had been actively sought, parents were most likely to attend events such as parent-teacher conferences, open houses, and back-to-school nights, and to a lesser degree, plays or performances featuring their children." In addition, "school events that featured interaction with a child's teacher appeared to attract the greatest attendance."<sup>8</sup>

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<sup>5</sup> Joyce Epstein, "School, Family, Community Partnerships: Caring for the Children We Share," *Phi Delta Kappan*, Vol. 76, No. 9 (May 1995), 701–12.

<sup>6</sup> Annette Lareau, and Erin McNamara Horvat, "Moments of Social Inclusion and Exclusion: Race, Class, and Cultural Capital in Family-School Relationships," *Sociology of Education*, Vol. 72, No. 1 (January 1999), 37–53.

<sup>7</sup> Anne Henderson and others, *Urgent Message for Parents*. Washington, D.C.: Center for Law and Education, 2000.

<sup>8</sup> Nancy Vaden-Kiernan. *Parents' Reports of School Practices to Provide Information to Families: 1996 and 2003*, Washington, D.C.: National Center for Education Statistics, December 2005.

Two different parent involvement studies, both with positive findings overall, highlighted concerns regarding the limited types of parent involvement. In the first study, done in 1996 by Chandler and Vaden-Kiernan, approximately 21,000 parents were surveyed.<sup>9</sup> In the second study, done in 1998, Carey, Lewis, and Farris surveyed principals, teachers, and other school staff active in parent involvement from 900 public elementary schools.<sup>10</sup>

Those studies reveal that many factors influence the amount, types, and quality of parent involvement and that various differences and similarities emerge from the many different types of schools and communities. Compared with smaller rural schools, larger urban schools with a high number of students living in poverty and with a high minority enrollment tend to provide more information on community services, have more parenting skills workshops and classes, and have an advisory council that involves parents. In the 1998 survey by Carey, Lewis, and Farris, one-quarter to one-third of the schools reported involving parents in decision making to a moderate extent.<sup>11</sup> However, schools with advisory councils that included parents are more likely to listen to parents' suggestions than are schools without such councils.

Furthermore, research indicates that schools are the most successful when they collaborate with parents to bridge the gap between the culture at home and in the school by providing helpful information and teaching skills that encourage parents to:

- Create learning environments at home.
- Have positive attitudes toward education.
- Have high expectations of children.

Studies show that when these efforts are made, children from all backgrounds tend to do well,<sup>12</sup> and schools experience "significant and long-lasting parent involvement regardless of the social, economic, or ethnic background of the parents."<sup>13</sup>

Effective parental involvement is not just the parents' interest in the education of their children. Parents feel involved when partnerships are based on mutual accountability and responsibility and are developed between children, families, schools, and the communities they serve.

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<sup>9</sup> Kathryn Chandler and Nancy Vaden-Kiernan, *Parents' Reports of School Practices to Involve Families*. Washington, D.C.: National Center for Education Statistics, 1996.

<sup>10</sup> Nancy Carey, Laurie Lewis, and Elizabeth Farris, *Parent Involvement in Children's Education: Efforts by Public Elementary Schools*. Washington, D.C.: National Center for Education Statistics, 1998.

<sup>11</sup> Ibid.

<sup>12</sup> Anne Henderson, *The Evidence Grows* Washington, D.C.: Center for Law and Education, 1987.

<sup>13</sup> *A New Generation of Evidence: The Family Is Critical to Student Achievement*. Edited by Anne T. Henderson and Nancy Berla. Washington, D.C.: National Committee for Citizens in Education, 1994. (ERIC Document Reproduction Service NO. ED375968).

One best practice is to increase parent partnerships in schools where parents become effective partners in the education of their children. Hess and Bryk and others have shown that empowering parents as decision makers and advocates for their children has contributed to improving not only their schools but also their communities.<sup>14</sup> Although this finding will not change the impact of joblessness and lack of social services, the collaboration of parents, teachers, schools, and service agencies can have a positive and significant impact on children and families.

As Pedro Noguera noted, “When parents are respected as partners in the education of their children, and when they are provided with organizational support that enables them to channel their interests to the benefit of the school, the entire culture of the organization can be transformed.”<sup>15</sup>

### **Preface to the Recommendations**

Through research, discussion, and subcommittee consensus, these guiding principles are at the heart of the recommendations:

- Targeted audiences are the parents and students with historically low graduation rates and the least success with school and academic achievement (e.g., African American/Black, Latino-Chicano/Hispanic, disaggregated subgroups of Southeast Asian and Pacific Islander populations, American Indian/Native American, socioeconomically disadvantaged groups, migrant populations in which the primary home language is not English, and families whose literacy levels are low).
- The base campaign to bring awareness and support for parental inclusion and involvement is a consistent statewide approach, contextualized by regional P-16 councils (not determined school by school).
- Products and services would be presented in the parent-friendly, primary language of the home and delivered attractively through multimedia and interactive formats that engage parents in two-way communications (e.g., radio, television, magazines, public service advertisements, brochures, pamphlets, newsletters, conferences, parent centers, and so forth).
- California’s growing population (through birth and migration) necessitates a long-term campaign that is ongoing, highly repetitive, focused on the future, yet tailored to the immediate concerns of children from birth through age eighteen and their parents.

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<sup>14</sup> G. A. Hess, Jr., *Restructuring Urban Schools: A Chicago Perspective*. New York: Teachers College Press, 1995; Anthony Bryk and others, *Charting Chicago School Reform: Democratic Localism as a Lever for Change*. Boulder, Colo.: Westview Press, 1998.

<sup>15</sup> Pedro A. Noguera, “Transforming Urban Schools Through Investments in the Social Capital of Parents,” in *Social Capital and Poor Communities*. Edited by S. Saegert, J.P. Thompson, and M.R. Warren. New York: Russell Sage Foundation, 2001, 189–212.

- The content of the messages would minimally include:
  - High expectations (e.g., going to college and getting well-paying jobs) and the rationale to parents and students for staying in school and getting an education
  - A parent-awareness campaign to demystify the “a-g” Subject Requirement (See “What Is the “a-g” Curriculum? link in Appendix C, “Links to Selected Resources [Models and Strategies].”)
  - Information on related grade-span academic benchmarks that parents should be aware of to guide them in helping their children to make rigorous academic choices. (See the benchmark sample in Appendix A.)
  - Information regarding financial resources and support (e.g., childcare) for their children’s postsecondary education
- The recommendations need to move beyond the awareness approach to include models, strategies, products, services, and resources to empower parents in an environment in which stakeholders collaborate (e.g., training; family services; and partnerships between teachers, parents or guardians, students, school administrators, community organizations, businesses, and health and social service agencies).

## **Recommendation 1**

The California Department of Education (CDE) should develop in conjunction with allied partners (e.g., county offices of education, regional P-16 councils, business partners, professional organizations, and so forth) a comprehensive, long-term campaign to make parents, students, and the public aware and involved and to promote and support education and high academic expectations for targeted audiences.

The content of the message would be focused on that which:

- Promotes and supports education and high academic expectations for targeted groups from birth through high school (with the goal of attending and graduating from college)
- Promotes and supports a culture for targeted groups that is oriented toward college attendance and career development
- Demystifies and explains to parents and students the rules of the educational process
- Provides tangible benchmarks for success from the early grades through high school, “a-g” coursework requirements, standards, performance levels, and so forth



- Promotes and supports family involvement at home, with the educational institution, and in the broader community (e.g., collaboration across social, private, and public institutions) (See Appendix B, “Comprehensive Recommendations for a Multiagency Approach for Building Social Capital for Parents and Families from Targeted Populations.”)
- Provides information to parents regarding financial resources and support available to their children for postsecondary education

The **promotion and awareness component** of this recommendation must incorporate the following:

- A consistent statewide, high-interest multimedia approach through the use of radio, television, the Internet, or hardcopy, such as brochures, flyers, magazine advertisements, and so forth (This approach does not depend on school-to-home [backpack express] communications or on the literacy level of the parents.)
- A wide variety of services and products provided in the primary language for the families of the targeted groups and tailored to the age or grade span of the children or students in the family (Services and products for families of elementary school students would be different from those for families of high school students.)

The **support component** of this recommendation must incorporate the following:

- **Products** with content geared toward parents and students, such as the benchmarks listed in Appendix A, planning tools, videos, mailers, brochures, and so forth
- **Resources**, such as existing programs, models, practices, strategies, documents, newsletters, links, and so forth (See Appendix C.)
- **Services**, such as training and conferences for parents that empower them to influence, assist, and guide their children’s education; parent centers; health services; and so forth
- **Staffing**, such as guidance counselors for targeted groups in kindergarten through grade twelve, designated parent coordinators, interpreters, and so forth
- **Incentives** to families for students’ academic achievement in rigorous courses and to schools and districts for providing coordinated family involvement programs

## **Recommendation 2**

The California Department of Education in conjunction with the Legislative Analyst's Office should conduct a thorough review and analysis of current products, resources, services, staffing, incentives, and funding sources aligned with or parallel to the components of recommendation 1 for parent awareness, involvement, and empowerment. From the analysis a long-term, cohesive plan should be developed for implementing and funding the programs described in the section on recommendation 1. This plan may include the development of legislative initiatives, State Board of Education policy, and articulated business and community partnerships.

## **Recommendation 3**

The state Legislature should establish a permanent long-term funding mechanism and infrastructure to support the work of the statewide and regional P-16 councils so that state and regional work are aligned, local context is incorporated, and community partnerships are cohesively fostered.

## California P-16 Council Subcommittee 5 Benchmarks

The benchmarks listed in this appendix represent an outline of the information that should be provided to parents and students from preschool through graduation from high school. The information needs to be translated into the appropriate language for each group so that everyone can understand the expectations of California's schooling system, the importance of classes and options that should be available to all students at each school, and the consequences of choices that are made. It is not sufficient, though, to provide the information to students and parents, even if it is rephrased into language that is "friendly" to students and parents and translated into various languages other than English. Schools need to take a more proactive approach and implement appropriate programs and practices that engage school personnel, students, and parents in discussions about the benchmarks and the consequences of achieving or not achieving them. Furthermore, each school must offer the full range of courses that enable students to meet the benchmarks. Access to approved classes that fulfill the "a-g" Subject Requirement and to Advanced Placement classes is fundamental to providing an equitable education for all students.

Providing this information early, frequently, and directly to parents and students should have a positive impact on the academic choices that students make from elementary school through high school. Increasing the number of students who enter into productive careers and are admitted to colleges and universities is vitally important, but it is not sufficient if many of these students drop out of the workforce or do not graduate with undergraduate or graduate degrees. Additional benchmarks should be developed to address requirements at the college level and articulation between two- and four-year institutions. Ultimately, a P-16 system must evaluate itself according to students' success in the world of work and in navigating all levels of schooling.

Grade levels	Benchmarks
Preschool	<ul style="list-style-type: none"> <li>Readiness for success in kindergarten is aligned with preschool learning standards, which are being developed by the CDE.</li> </ul>
Kindergarten and first grade	<ul style="list-style-type: none"> <li>Proficient academic achievement and satisfactory social progress are assessed by the district, school, and class. Academic achievement should be aligned with California's Student Content Standards</li> <li>English learners make sufficient progress on the California English Language Development Test (CELDT).</li> </ul>
Second through fifth grades	<ul style="list-style-type: none"> <li>Proficient academic achievement and satisfactory social progress are assessed by the district, school, and class. Academic achievement should be aligned with California's Student Content Standards.</li> </ul>

Grade levels	Benchmarks
Second through fifth grades	<ul style="list-style-type: none"> <li>Students make proficient or above scores on California Content Standards Tests (CSTs) or on the California Alternate Performance Assessment (CAPA).</li> <li>Students make proficient scores on the Aprenda 3 Test for Spanish-speaking English learners who either receive instruction in their primary language or have been enrolled in a school in the United States for less than 12 months.</li> <li>English learners make sufficient progress on the California English Language Development Test (CELDT).</li> <li>Students make proficient or above scores on the California Physical Fitness Test (grade five).</li> <li>Students are positively engaged in one or more areas of school culture or activities or both.</li> </ul>
Sixth through eighth grades	<ul style="list-style-type: none"> <li>Proficient academic achievement and satisfactory social progress are assessed by the district, school, and class. Academic achievement should be aligned with California's Student Content Standards.</li> <li>Students make proficient or above scores on California's Content Standards Tests (CSTs) or on the California Alternate Performance Assessment (CAPA).</li> <li>Students make proficient scores on the Aprenda 3 Test for Spanish-speaking English learners who either receive instruction in their primary language or have been enrolled in a school in the United States for less than 12 months.</li> <li>English learners make sufficient progress on the California English Language Development Test (CELDT).</li> <li>Students satisfactorily complete Algebra I in the eighth grade.</li> <li>Students make proficient or above scores on the California Physical Fitness Test (grade seven).</li> <li>Students are positively engaged in one or more areas of school culture or activities or both.</li> <li>Students are given a guide to inform them of courses that help them plan for high school graduation and college or career pathways, including identification of college preparatory courses, UC-approved courses for the "a-g" Subject Requirement and Advanced Placement courses.</li> </ul>

Grade levels	Benchmarks
Ninth grade	<ul style="list-style-type: none"> <li>• Students are given a guide to inform them of courses that help them plan for high school graduation and college or career pathways, including identification of college preparatory courses, UC-approved courses for the “a-g” Subject Requirement and Advanced Placement courses.</li> <li>• Proficient academic achievement and satisfactory social progress are assessed by the district, school, and class. Academic achievement should be aligned with California's Student Content Standards.</li> <li>• Students make proficient or above scores on California's Content Standards Tests (CSTs) or on the California Alternate Performance Assessment (CAPA).</li> <li>• Students make proficient scores on the Aprenda 3 Test for Spanish-speaking English learners who either receive instruction in their primary language or have been enrolled in a school in the United States for less than 12 months.</li> <li>• English learners make sufficient progress on the California English Language Development Test (CELDT).</li> <li>• Students make proficient or above scores on the California Physical Fitness Test.</li> <li>• Students are positively engaged in one or more areas of school culture or activities or both.</li> </ul>
Tenth grade	<ul style="list-style-type: none"> <li>• Students make continued use of the course planning guide for high school graduation and college or career pathways.</li> <li>• Proficient academic achievement and satisfactory social progress are assessed by the district, school, and class. Academic achievement should be aligned with California's Student Content Standards.</li> <li>• Students make proficient or above scores on California's Content Standards Tests (CSTs) or on the California Alternate Performance Assessment (CAPA).</li> <li>• Students make proficient scores on the Aprenda 3 Test for Spanish-speaking English learners who either receive instruction in their primary language or have been enrolled in a school in for the United States less than 12 months.</li> <li>• Students receive passing scores on the California High School Exit Exam (CAHSEE).</li> </ul>

Grade levels	Benchmarks
Tenth grade	<ul style="list-style-type: none"> <li>English learners make sufficient progress on the California English Language Development Test (CELDT).</li> <li>Students are positively engaged in one or more areas of school culture or activities or both.</li> </ul>
Eleventh grade	<ul style="list-style-type: none"> <li>Students make continued use of the course planning guide for high school graduation and college or career pathways.</li> <li>Proficient academic achievement and satisfactory social progress are assessed by the district, school, and class. Academic achievement should be aligned with California's Student Content Standards.</li> <li>Students make proficient or above scores on California's Content Standards Tests (CSTs) or on the California Alternate Performance Assessment (CAPA).</li> <li>Students received passing scores on the Early Assessment Program test, which provides optional augmentation to the Content Standards Tests (CSTs) in English-language arts and mathematics for students planning to attend any California State University campus.</li> <li>Students receive passing scores on the California High School Exit Exam (CAHSEE), if they have not done so in the tenth grade.</li> <li>Students make proficient scores on the Aprenda 3 Test for Spanish-speaking English learners who either receive instruction in their primary language or have been enrolled in a school in the United States for less than 12 months.</li> <li>English Learners make sufficient progress on the California English Language Development Test (CELDT).</li> <li>Students are positively engaged in one or more areas of school culture or activities or both.</li> </ul>
Twelfth grade	<ul style="list-style-type: none"> <li>Students make continued use of the course planning guide for high school graduation and college or career pathways.</li> <li>Proficient academic achievement and satisfactory social progress are assessed by the district, school, and class. Academic achievement should be aligned with California's Student Content Standards.</li> </ul>

Grade levels	Benchmarks
Twelfth grade	<ul style="list-style-type: none"> <li>Students receive passing scores on the California High School Exit Exam (CAHSEE), if they have not done so in the tenth grade.</li> <li>English learners make sufficient progress on the California English Language Development Test (CELDT).</li> <li>Students are positively engaged in one or more areas of school culture or activities or both.</li> </ul>

### **Comprehensive Recommendations for a Multiagency Approach for Building Social Capital for Parents and Families from Targeted Populations**

1. Develop collaborations to provide services to children and their families in urban school areas where educational inequalities are especially acute. These collaborations are between and across public and private institutions (social, health, community, and business), teachers, and parents. Teachers, service providers, and parents work together to integrate children's learning with cultural development and the provision for health needs. Parents act as partners in providing services, not just as recipients. This type of involvement at a local school site generates social capital to improve not only the local schools but also the communities they serve. The goal is to transform schools, particularly urban schools, so that they provide support for children and families and serve as a source for integrating and linking the community.
2. Place programs that provide services (e.g., health clinics, after-school programs) at school sites in urban schools with large numbers of underrepresented students and high poverty rates. (Note: After-school and health-clinic staff members, not teachers, are responsible for providing the services.)
3. Support research efforts that develop sustainable leadership strategies to create and engage a wide range of stakeholders and that expand support systems for students, their families, and the communities in which they live.
4. Fund a range of initiatives to expand parent involvement at the school and assist parents in the lowest-income schools in the district. Examples follow:
  - a. Parent centers located in poor neighborhoods to generate active parental participation in school and district wide issues and affairs (An example is the San Francisco Unified School District's parent centers.)
  - b. Training of parents to participate in their children's education through shared decision making and parental empowerment
  - c. Paid positions for parents as group leaders to assist teaching staff in after-school programs
  - d. An annual citywide parent empowerment conference
5. Fund full-time staff to engage parents in schools, reaching out to parents and providing them with avenues to develop as leaders.



6. Provide incentive grants to schools on a competitive basis. To qualify, the school must:
  - a. Encourage meaningful parent and community involvement and monitor goals for parent involvement.
  - b. Ensure that the psycho emotional needs of students are considered equally with academic goals.
7. Establish multidisciplinary teams, e.g., social workers, teachers, principals, counselors, health professionals, and so forth. The teams would identify common referral issues and areas of school functioning that hinder academic performance, broaden the definition of opportunities for parent involvement to support parents, link with community resources, provide assessment and intervention with children and families, and so forth.

### Links to Selected Resources (Models and Strategies)

Organizations, Resources, or Programs	Descriptions	Links
California State Parent Teacher Association		<a href="http://www.capta.org">http://www.capta.org</a>
Early College Outreach Parent Program	Targets the Latino community	<a href="http://www.ecopp.org">http://www.ecopp.org</a>
Effective Partnerships with Parents		<a href="http://www.mosaic-ed.com">http://www.mosaic-ed.com</a>
Fayette County Public Schools (Individual graduation plan)		<a href="http://www.fcps.net/about/graduate.htm">http://www.fcps.net/about/graduate.htm</a>
Harvard University		<a href="http://www.gse.harvard.edu">http://www.gse.harvard.edu</a>
Individual Graduation Plan, Kentucky Department of Education		<a href="http://www.education.ky.gov/KDE/Instructional+Resources/Student+and+Family+Support/default.htm">http://www.education.ky.gov/KDE/Instructional+Resources/Student+and+Family+Support/default.htm</a>
Johns Hopkins University		<a href="http://www.partnershipschoools.org">http://www.partnershipschoools.org</a>
MALDEF – Mexican American Legal Defense and Education Fund		<a href="http://www.maldef.org">http://www.maldef.org</a>
MALDEF National Parent School Partnership Program		<a href="http://www.maldef.org/education/partnership.htm">http://www.maldef.org/education/partnership.htm</a>
National Parent Teacher Association		<a href="http://www.pta.org">http://www.pta.org</a>
Parent Institute of Quality Education	Targets the Latino community	<a href="http://www.piqe.org">http://www.piqe.org</a>
Parent Voices		<a href="http://www.parentvoices.org/">http://www.parentvoices.org/</a>
Parental Involvement flyer		<a href="http://www.cde.ca.gov/sp/sw/t1/parentalbroch.asp">http://www.cde.ca.gov/sp/sw/t1/parentalbroch.asp</a> and <a href="http://www.cde.ca.gov/sp/sw/t1/documents/parentalflyer.pdf">http://www.cde.ca.gov/sp/sw/t1/documents/parentalflyer.pdf</a>
Personal Graduation Plan Resource Guide and Model		<a href="http://www.tea.state.tx.us/taa/stanprog102303a1.doc">http://www.tea.state.tx.us/taa/stanprog102303a1.doc</a>
What Is the “a-g” Curriculum? Link		<a href="http://pathstat1.ucop.edu/ag/a-g/a-g_reqs.html">http://pathstat1.ucop.edu/ag/a-g/a-g_reqs.html</a>

## **Precollegiate Support for Students and Their Families**

This section contains descriptions of programs that provide precollegiate support for students and their families. The programs are presented as follows: Advancement Via Individual Determination (AVID), Breakthrough Collaborative (Summerbridge), the California Academic Partnership Program (CAPP), California Cash for College, California Student Opportunity and Access Program (Cal-SOAP), Early Academic Outreach Program (EAOP), Extended Opportunity Programs and Services (EOPS), Mathematics, Engineering, Science Achievement (MESA), and Puente.

### **Advancement Via Individual Determination**

Grounded in an explicit contract between the parent or guardian, student, and school, the Advancement Via Individual Determination (AVID) program supports middle school and high school students in rigorous content area curriculum and coaches students and their families in successfully negotiating the complex institutional pathways of secondary and postsecondary education.

AVID strives to develop a culture that promotes college attendance in schools and districts where the program is implemented, making all students and their families aware of the broad postsecondary options available to those who complete a rigorous course of college-preparatory study in high school.

Students enrolled in the AVID elective are given direct instruction in how to access information on colleges and financial aid and to address requirements for university eligibility and application procedures. AVID-sponsored field trips to area universities and colleges provide a context for these exercises and encourage long-term planning and postsecondary goal setting.

AVID core methodologies are consistently employed throughout the entire AVID elective continuum for middle schools and high schools. Components of these strategies are listed as follows:

- Writing to learn, which covers reflection and synthesis, Cornell notes, learning logs, paraphrase, and exposition
- Inquiry as a foundation of instruction, which covers higher-level questioning skills, Socratic seminar, and critical thinking
- Collaboration, which covers response, edit, and revision groups; jigsaw activities; and content area study groups
- Reading for meaning in complex texts, which covers “attack” strategies; survey, question, read, recite, review (SQ3R); and reciprocal teaching

Regularly scheduled tutorials for specific content areas are an established component of the instructional week in the AVID elective class. Tutorials are collaborative and based on the Socratic method in which students are trained to take control of, and responsibility for, their acquisition of skills and knowledge.

AVID parents or guardians are encouraged to be active partners in the academic success of their students through regularly scheduled AVID family meetings, weekly grade checks, and their participation in AVID field trips and in AVID planning and recognition events. The Web site for this program is <http://www.avidonline.org>.

### **Breakthrough Collaborative (Summerbridge)**

Breakthrough Collaborative is a national nonprofit organization that increases educational opportunity for high-potential, low-income middle school students and inspires outstanding college and high school students to pursue careers in education.

Consistently featured as a top ten internship by the *Princeton Review*, Breakthrough's innovative students teaching students model partners middle school students with college and high school students who serve as teachers, role models, and mentors, providing real-life examples that it's "cool to be smart." Breakthrough boasts a proven ripple effect of positive results: 82 percent of Breakthrough student alumni are accepted to college preparatory programs, and 72 percent of Breakthrough teachers, many of whom were Breakthrough students, go on to pursue professional careers in education.

Drawn from the public school system, 89 percent of Breakthrough's students are students of color, and 65 percent qualify for free or reduced-price lunch programs. English is a second language for 27 percent of the students, and most will be the first in their family to attend college.

Students commit to a minimum of two years of intensive six-week summer sessions and after-school programs in which they take classes in core academic subjects and participate in elective courses, ranging from astronomy to African-American literature. A tuition-free program, Breakthrough's classes are rigorous and small (a maximum 7:1 student-to-teacher ratio), and full participation is expected of every student.

Breakthrough was founded in San Francisco in 1978 as Summerbridge and serves more than 2,000 middle school students and employs 700 college and high school students in 25 locations across the U.S. The Web site for this program is <http://www.summerbridge.org>.

### **The California Academic Partnership Program**

CAPP is a curriculum-improvement program coordinated by the California State University system. The program provides grants to school districts that promote partnerships between kindergarten through grade twelve educators and college and

university faculty. The program also supports direct instruction to students, tutoring, advisement, campus visits, and parent involvement. Services vary by project site.

A major goal of CAPP is to increase the number of underrepresented students enrolling and succeeding in college preparatory courses. The Web site for this program is <http://www.calstate.edu/CAPP>.

### **California Cash for College**

California Cash for College workshops take place across the state in January and February of each year. These workshops provide **free**, professional assistance to families completing the Free Application for Federal Student Aid (FAFSA) and Cal Grant GPA Verification Form necessary for Cal Grants and other types of financial aid. Whether a student wants to attend a four-year college, community college, or vocational or technical school, California Cash for College workshops can help the student to get the money needed.

Professional financial aid counselors, primarily from California colleges and universities, and other resource people will be volunteering their time at sites statewide to help high school seniors and their parents complete the universally required financial aid applications—line-by-line and step-by-step. The Web site for this program is <http://www.californiacashforcollege.org>.

### **California Student Opportunity and Access Program**

The California Student Opportunity and Access Program (Cal-SOAP) was established by the state Legislature in 1978. Today, Cal-SOAP is instrumental in improving the flow of information about postsecondary education and financial aid while raising the achievement levels of elementary, middle, and high school students who are from low-income families or from geographic regions with documented low rates for college eligibility or participation or who are the first in their families to attend college.

Cal-SOAP projects are operated in 17 locations throughout the state by consortia made up of secondary and postsecondary schools and community agencies. Cal-SOAP works in cooperation with other intersegmental outreach programs to avoid duplication of services.

Each project specializes in serving students within its community, and the type of programs and services may differ. However, the projects share the common goal of improving the flow of information about postsecondary education and financial aid while raising achievement levels of targeted students. Some common services provided by the consortia are advising, tutoring, parent outreach, and college awareness workshops.

Cal-SOAP projects are administered by the California Student Aid Commission, with individual projects applying each year to receive continued state funding.

### **Early Academic Outreach Program**

The Early Academic Outreach Program (EAOP), the first of the University of California (UC) systemwide outreach programs, began in 1976 and remains one of the major UC programs to increase the eligibility and participation rates of underrepresented and disadvantaged students. EAOP serves students in grades seven through twelve and provides individual and group activities for students, parents, and schools. EAOP began as a junior high school program aimed at encouraging students to take the courses required for university admission. Over time, as the need became apparent, the program expanded to include more components, including academic skills development, motivational activities, and parent involvement activities.

EAOP provides students who demonstrate the potential to go to college with the academic enrichment activities and programs that their schools or families might otherwise be unable to provide. The EAOP experience consists of challenging courses offered during the year and in summer residential programs at the UC campuses and in the national parks; test-preparation programs; culturally enriching activities; and a myriad of other services for students, their schools, and their families. The Web site for this program is <http://www.ucop.edu/sas/eaop/home/htm>.

### **Extended Opportunity Programs and Services**

Extended Opportunity Programs and Services (EOPS) is a community college program, the primary goal of which is to encourage the enrollment, retention, and transfer of students handicapped by language, social, economic, and educational disadvantages and to facilitate the successful completion of those students' goals and objectives in college. EOPS offers academic and support counseling, financial aid, and other support services.

### **Mathematics, Engineering, Science Achievement**

Mathematics, Engineering, Science Achievement (MESA) is one of the country's oldest and most successful programs that nurtures and unleashes student performance in math, science, and engineering. MESA seeks to have all its participants attain degrees in math-based fields from four-year institutions. The program, established in 1970, serves educationally and economically disadvantaged students. MESA school sites receive a wide range of services that provide assistance in the following areas: student retention, especially in college preparatory course work; higher graduation rates; increased numbers of students enrolling at four-year universities; a stronger parent community; and an increased number of students pursuing careers in mathematics, science, and engineering fields.

MESA is a partnership between the university, business and industry, other higher education institutions, and kindergarten through grade twelve education to serve

disadvantaged and underrepresented students in math-based fields. The Web site for this program is <http://www.mesa.ucop.edu/home>.

## **PUENTE**

Puente was founded in 1981. The Project's mission is to increase the number of Mexican-American/Latino students transferring to four-year colleges and universities. Since then, Puente has expanded to 38 community colleges and 31 high schools in California. The University of California's Office of the President administers the program statewide. The university reports that 56 percent of the community college students who complete Puente transfer to four-year colleges and universities within three years after enrolling in a community college. This transfer rate compares very favorably with a transfer rate of less than 7 percent for non-Puente students. Puente is open to all students. The Web site for this program is <http://www.puente.net>.

## **The Family Pyramid Parent Curriculum: A Parent Leadership Initiative Academic Standards, Part I**

The Family Pyramid Parent Curriculum: A Parent Leadership Initiative is for primary education (prekindergarten through third grade), middle schools (fourth through sixth grades), and secondary schools (seventh through twelfth grades). The purpose of the program is to increase parents' knowledge of academic standards, school curriculum, other school programs, and support services.

*Facilitators: Principal, Teachers, Instructional Reform Facilitator (IRF)*

- Do you know what your child should be learning?
- What are the skill your my child should be working on in each grade? What activities should he or she be participating in that will encourage this development?

## **Academic Standards, Part II**

*Facilitators: Principal, Teachers, IRF*

Create an individual academic plan for your child. Pretest your child. Find out where he or she is so that you will know how rigorous your training should be. To ease your child's tension and anxiety, get your child accustomed to taking tests.

- Prepare your child to take exams.
- Reward your child after tests; set up a positive association with testing.

## **From Here to Career, Part 1: Mapping Out Steps to College and a Career from Pre-Kindergarten through High School**

*Facilitators: College and Career Counselor, College Board Organizers (CBOs)*

- Help your child recognize the importance of seeking an education beyond high school.
- Become familiar with college entrance requirements.
- Establish goals and map out a plan for your child.



- Gain a clear understanding of the types of courses that will prepare your child for a postsecondary education, such as:
  - Advanced Placement (AP) and honor courses
  - Leadership opportunities
  - Extracurricular activities
- Become familiar with financial aid resources and scholarships available for attending college (timeline, process).
- Learn about college entrance examinations, such as Scholastic Achievement Test (SAT) and American College Testing (ACT), and ways in which to prepare your child for them.
- Take tours of colleges.

## **From Here to Career, Part 2: Mapping Out Steps to College or a Rewarding Career**

*Facilitators: College and career counselors from City College of San Francisco (CCSF), San Francisco Unified School District (SFUSD), CBOs*

In this education and career exploration workshop, parents:

- Examine college options, General Education Development Test (GED) programs, college credit-based activities, and vocational programs.
- Learn about job training and preparation, including resume writing and interview techniques.
- Learn about advisory services.

## **The Role of the Family Involvement**

In 1992 the California Department of Education developed a strategic plan for parental involvement in education. Since then there has been an overwhelming body of research that supports and confirms the positive impact of family involvement on student achievement. Major universities across the country, including Harvard and Johns Hopkins universities, have done years of research on the topic.

Standards for the six types of family-school involvement have been developed to create effective policies on this important aspect of academic achievement. How these standards are interpreted and how parental involvement policies are implemented differ from state to state. In California family-school involvement policies and best practices vary from county to county, district to district, and school to school.

Parents need information, skill-building opportunities, and ongoing training in how to partner with educators at each step of their child's education, from birth through college, both at home and at school.

For more information about the Family Area Network (FAN) Board hosted by the CDE's Title I Partnership's office, contact Carol Dickson at [cdickson@cde.ca.gov](mailto:cdickson@cde.ca.gov).

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